



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12631786
SAU: MSAD 71
School: Kennebunkport Consolidated Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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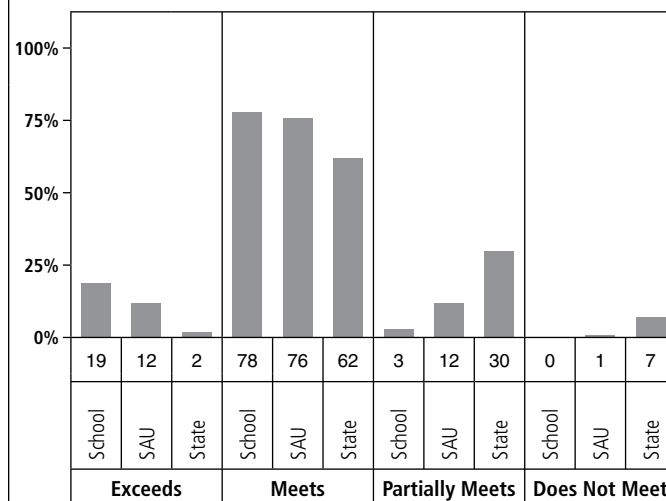
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 71
School: Kennebunkport Consolidated Sch

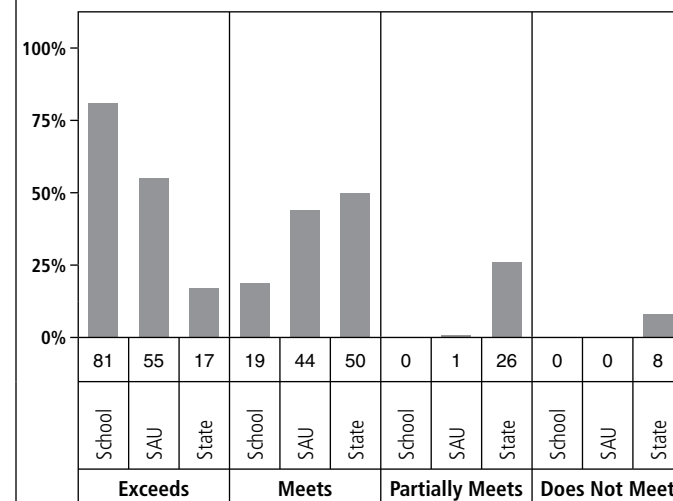
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	348	345	345
2006–2007	355	350	345
2007–2008	356	352	344
Cum. Avg. *	354	349	345
Mathematics			
2005–2006	362	346	344
2006–2007	364	358	347
2007–2008	369	363	347
Cum. Avg. *	365	355	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 71
 School: Kennebunkport Consolidated Sch

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	34	100	142	100	13803	100	34	100	141	100	13714	99	34	100	141	100	13710	99												
Ethnicity African American/Black	0	0	1	1	399	3	0	0	1	100	391	98	0	0	1	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	2	1	210	2	0	0	2	100	205	98	0	0	2	100	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	34	100	139	98	12916	94	34	100	138	100	12846	100	34	100	138	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	9	26	24	17	2358	17	9	100	23	100	2333	99	9	100	23	100	2329	99												
Current LEP	2	6	4	3	371	3	2	100	4	100	357	96	2	100	4	100	361	98												
Economically disadvantaged	3	9	22	15	5584	40	3	100	22	100	5535	99	3	100	22	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	27	79	103	73	10650	77	27	79	103	73	10678	77												
Identified disability (PET/IEP)	2	7	4	4	475	4	2	7	4	4	479	4												
LEP	2	7	4	4	151	1	2	7	4	4	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	5	15	36	25	2936	21	5	15	36	25	2911	21												
Identified disability (PET/IEP)	5	100	17	47	1735	59	5	100	17	47	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	0	0	19	53	986	34	0	0	19	53	958	33												
Participation through alternate assessment (PAAP)	2	6	2	1	123	1	2	6	2	1	121	1												
Identified disability (PET/IEP)	2	100	2	100	123	100	2	100	2	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	1	1	9	0	0	0	1	1	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 71
School: Kennebunkport Consolidated Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	4	3	352	3
	2006-2007	8	19	16	10	332	2
	2007-2008	6	19	16	12	227	2
	Cum. Total*	14	14	36	8	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	20	87	104	68	8641	62
	2006-2007	35	81	111	70	8691	63
	2007-2008	25	78	106	76	8403	62
	Cum. Total*	80	82	321	71	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	2	9	32	21	3671	27
	2006-2007	0	0	26	16	3781	27
	2007-2008	1	3	16	12	4018	30
	Cum. Total*	3	3	74	16	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	1	4	14	9	1163	8
	2006-2007	0	0	5	3	1021	7
	2007-2008	0	0	1	1	938	7
	Cum. Total*	1	1	20	4	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	37.3	81.1	33.8	73.5	27.6	60.0
Literary Text	23	50	18.8	81.7	17.2	74.8	14.1	61.3
Informational Text	23	50	18.5	80.4	16.6	72.2	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 71
 School: Kennebunkport Consolidated Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	32	6	19	25	78	1	3	0	0	356	139	12	76	12	1	352	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										1						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										2						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	32	6	19	25	78	1	3	0	0	356	136	12	76	12	1	352	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	6	86	1	14	0	0	353	21	5	86	10	0	352	2210	0	32	48	20	338
No	25	6	24	19	76	0	0	0	0	357	118	13	75	12	1	352	11376	2	68	26	4	346
Current LEP																						
Yes	2										4						348	1	36	45	19	339
No	30	5	17	24	80	1	3	0	0	356	135	11	76	12	1	351	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	2										21	10	76	14	0	349	5450	1	49	39	11	341
No	30	6	20	24	80	0	0	0	0	357	118	12	76	11	1	352	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	32	6	19	25	78	1	3	0	0	356	139	12	76	12	1	352	13581	2	62	30	7	344
Gender																						
Female	20	5	25	14	70	1	5	0	0	357	81	16	73	10	1	352	6567	3	65	27	5	345
Male	12	1	8	11	92	0	0	0	0	355	58	5	81	14	0	351	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	9	100	0	0	0	0	354	16	0	81	13	6	350	2004	0	37	49	14	339
No	23	6	26	16	70	1	4	0	0	357	123	13	76	11	0	352	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	32	6	19	25	78	1	3	0	0	356	139	12	76	12	1	352	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 71
 School: Kennebunkport Consolidated Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										4	0	100	0	0	348	6	0	43	39	18	340
B. less than one hour	97	6	19	24	77	1	3	0	0	356	89	13	75	11	1	352	79	2	65	28	5	345
C. one to two hours	3	0	0	1	100	0	0	0	0	348	7	0	78	22	0	347	12	2	60	31	7	344
D. more than two hours	0										1	0	100	0	0	348	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	25	3	38	5	63	0	0	0	0	361	22	19	71	10	0	355	29	3	62	28	7	345
B. They match some of what I have learned.	69	3	14	19	86	0	0	0	0	355	59	12	77	10	1	352	48	2	67	27	4	345
C. They match just a little of what I have learned.	3	0	0	1	100	0	0	0	0	352	14	0	79	21	0	346	15	1	56	34	9	343
D. There is no match.	3	0	0	0	0	1	100	0	0	340	4	0	83	17	0	346	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	53	5	29	11	65	1	6	0	0	357	41	21	71	7	0	354	42	3	67	24	6	346
B. good	44	1	7	13	93	0	0	0	0	355	54	4	82	12	1	350	46	1	62	32	5	344
C. fair	3	0	0	1	100	0	0	0	0	350	4	0	50	50	0	345	10	0	48	42	10	341
D. poor	0										1	0	100	0	0	350	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	34	2	18	8	73	1	9	0	0	356	28	8	71	18	3	350	22	1	48	38	12	341
B. about the same as my regular schoolwork	44	3	21	11	79	0	0	0	0	356	54	14	75	11	0	352	57	2	68	26	4	346
C. easier than my regular schoolwork	22	1	14	6	86	0	0	0	0	356	18	8	88	4	0	353	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	19	1	17	4	67	1	17	0	0	353	21	4	75	18	4	348	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	66	4	19	17	81	0	0	0	0	356	55	14	74	12	0	353	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	16	1	20	4	80	0	0	0	0	358	24	12	82	6	0	353	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	25	2	25	6	75	0	0	0	0	357	23	19	81	0	0	354	19	3	65	27	6	346
B. 20 minutes to an hour	66	4	19	16	76	1	5	0	0	356	50	13	73	13	1	352	47	2	68	25	5	346
C. less than 20 minutes	6	0	0	2	100	0	0	0	0	352	20	4	79	18	0	349	19	1	56	35	8	343
D. I rarely read at home.	3	0	0	1	100	0	0	0	0	352	6	0	78	22	0	346	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	22	1	14	5	71	1	14	0	0	353	25	9	82	9	0	350	28	1	56	33	9	343
B. six to ten pages	44	4	29	10	71	0	0	0	0	358	31	19	65	16	0	353	23	1	63	29	7	344
C. eleven or more pages	34	1	9	10	91	0	0	0	0	355	44	8	80	10	2	351	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 71
School: Kennebunkport Consolidated Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	13	57	22	14	1295	9
	2006-2007	26	60	56	35	1985	14
	2007-2008	26	81	76	55	2277	17
	Cum. Total*	65	66	154	34	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	10	43	75	48	6852	49
	2006-2007	17	40	89	56	6990	51
	2007-2008	6	19	61	44	6764	50
	Cum. Total*	33	34	225	50	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	0	0	40	26	4081	29
	2006-2007	0	0	13	8	3673	27
	2007-2008	0	0	2	1	3504	26
	Cum. Total*	0	0	55	12	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	0	0	19	12	1638	12
	2006-2007	0	0	0	0	1193	9
	2007-2008	0	0	0	0	1044	8
	Cum. Total*	0	0	19	4	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	13.5	90.0	12.4	82.7	9.2	61.3
Cluster 2: Shape and Size	14	29	12.5	89.3	11.7	83.6	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.7	74.0	3.7	74.0	3.2	64.0
Cluster 4: Patterns	14	29	12.6	90.0	11.7	83.6	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 3
SAU: MSAD 71
School: Kennebunkport Consolidated Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	32	26	81	6	19	0	0	0	0	369	139	55	44	1	0	363	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										1						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										2						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	32	26	81	6	19	0	0	0	0	369	136	54	44	1	0	363	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	7	4	57	3	43	0	0	0	0	363	21	57	43	0	0	363	2208	6	35	37	21	338
No	25	22	88	3	12	0	0	0	0	370	118	54	44	2	0	363	11381	19	53	24	5	349
Current LEP																						
Yes	2										4						357	8	29	37	26	336
No	30	24	80	6	20	0	0	0	0	368	135	53	45	1	0	362	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	2										21	24	76	0	0	358	5452	9	45	33	12	343
No	30	25	83	5	17	0	0	0	0	369	118	60	38	2	0	364	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	32	26	81	6	19	0	0	0	0	369	139	55	44	1	0	363	13584	17	50	26	8	347
Gender																						
Female	20	17	85	3	15	0	0	0	0	369	81	48	49	2	0	361	6565	15	49	27	8	347
Male	12	9	75	3	25	0	0	0	0	368	58	64	36	0	0	365	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	7	78	2	22	0	0	0	0	366	16	56	44	0	0	362	2004	5	39	41	15	339
No	23	19	83	4	17	0	0	0	0	370	123	54	44	2	0	363	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	32	26	81	6	19	0	0	0	0	369	139	55	44	1	0	363	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 71
 School: Kennebunkport Consolidated Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										4	60	40	0	0	362	6	9	40	33	18	340
B. less than one hour	97	25	81	6	19	0	0	0	0	369	89	56	43	1	0	363	79	18	52	24	6	348
C. one to two hours	3	1	100	0	0	0	0	0	0	370	7	44	44	11	0	358	12	16	48	27	8	347
D. more than two hours	0										1	0	100	0	0	360	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	28	7	78	2	22	0	0	0	0	367	41	57	41	2	0	363	37	22	50	22	6	350
B. They match some of what I have learned.	69	19	86	3	14	0	0	0	0	370	51	58	42	0	0	364	46	16	53	25	6	348
C. They match just a little of what I have learned.	3	0	0	1	100	0	0	0	0	360	8	27	64	9	0	356	12	9	44	36	11	342
D. There is no match.	0										0						5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	8	80	2	20	0	0	0	0	369	40	62	34	4	0	365	39	25	48	20	7	350
B. good	52	14	88	2	13	0	0	0	0	370	48	52	48	0	0	362	46	14	52	27	7	347
C. fair	16	3	60	2	40	0	0	0	0	365	11	29	71	0	0	356	12	8	49	35	9	343
D. poor	0										1	100	0	0	0	368	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	31	6	60	4	40	0	0	0	0	368	14	50	50	0	0	365	17	7	41	35	17	340
B. about the same as my regular schoolwork	50	16	100	0	0	0	0	0	0	370	63	57	41	1	0	363	59	18	53	24	5	349
C. easier than my regular schoolwork	19	4	67	2	33	0	0	0	0	366	23	50	47	3	0	362	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	5	63	3	38	0	0	0	0	366	26	53	44	3	0	362	32	13	47	30	10	345
B. two or three days a week	58	15	83	3	17	0	0	0	0	370	41	61	37	2	0	365	30	20	52	23	5	349
C. two or three times each month	13	4	100	0	0	0	0	0	0	369	17	52	48	0	0	362	19	20	53	21	6	350
D. never or almost never	3	1	100	0	0	0	0	0	0	362	16	41	59	0	0	360	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	0										1	0	50	50	0	349	7	5	34	40	20	338
B. two or three days a week	25	6	75	2	25	0	0	0	0	368	20	54	46	0	0	363	18	15	50	27	8	346
C. two or three times each month	34	11	100	0	0	0	0	0	0	373	40	62	36	2	0	364	28	21	53	21	4	350
D. never or almost never	41	9	69	4	31	0	0	0	0	366	39	50	50	0	0	361	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	1	100	0	0	0	0	356	9	33	50	17	0	354	16	8	42	36	13	342
B. 30–45 minutes	16	4	80	1	20	0	0	0	0	368	38	47	53	0	0	361	30	14	53	26	7	347
C. 45–60 minutes	66	18	86	3	14	0	0	0	0	369	42	61	39	0	0	365	32	22	51	22	5	350
D. more than 60 minutes	16	4	80	1	20	0	0	0	0	369	11	73	27	0	0	367	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											